

August 2017/06

**Outcomes
and data
tables**

**This document presents and analyses key
data from 2018-19 access agreements**

Access agreements for 2018-19: key statistics and analysis

Alternative formats

The publication can be downloaded from the OFFA web-site (www.offa.org.uk/publications). For readers without access to the internet, we can also supply it on CD or in large print. Please call 0117 931 7171 for alternative format versions.

Published by the Office for Fair Access.

© OFFA 2017

The copyright for this publication is held by the Office for Fair Access (OFFA). The material may be copied or reproduced provided that the source is acknowledged and the material, wholly or in part, is not used for commercial gain. Use of the material for commercial gain requires the prior written permission of OFFA.

Access agreements for 2018-19: key statistics and analysis

To	Heads of higher education institutions in England, Heads of further education colleges in England
Of interest to those responsible for	Implementation of access agreements, widening participation and fair access, strategic planning, heads of finance, marketing, recruitment and admissions, equality and diversity
Reference	2017/06
Publication date	August 2017
Enquiries to	Tom Lewis-Smith Policy Adviser Email: enquiries@offa.org.uk Tel: 0117 931 7171

Summary of key points

1. Approved access agreements for 2018-19, in line with the guidance that OFFA gave to universities and colleges, showed:
 - a significantly increased focus on work to raise attainment in schools
 - an increased commitment to robust evaluation of financial support
 - increased activity to improve access for White males from socio-economically disadvantaged backgrounds
 - greater effort to address the issue of Black and minority ethnic (BME) students achieving lower degree and employment outcomes than White students despite similar prior attainment
 - more support for students with mental health difficulties, specific learning disabilities and/or who are on the autism spectrum
 - increased activity to improve access among mature and part-time learners
 - a more evidence-led approach to developing activities and targeting expenditure

- access activities that support and complement the Government [Opportunity Areas](#) and the [National Collaborative Outreach Programme](#).

Introduction

2. This report presents key statistics from 2018-19 access agreements. It sets out:

- how higher education institutions (HEIs) and further education colleges (FECs) have responded to the priorities laid out in OFFA's annual [access agreement guidance](#) (OFFA publication 2017/01 *Strategic guidance: developing your 2018-19 access agreement*)
- the increase in work through 2018-19 access agreements to support under-represented and disadvantaged groups of students, and the targets institutions have set themselves to further increase their rate of progress
- the access agreement process, including details of our negotiations
- data on institutional-level and sector-level expenditure through access agreements, including details of estimated expenditure in [steady state](#) compared with the expenditure forecast under 2017-18 access agreements.

3. The Director of Fair Access to Higher Education has approved 207 access agreements for 2018-19, up from the 198 approved in July 2016 for 2017-18. These access agreements are published on each institution's website and are all available on OFFA's [website](#). This figure comprises 123 HEIs and 84 FECs, with the increased number relating to more requests for access agreements from FECs wishing to charge more than the basic fee.

Key developments in 2018-19 access agreements

Increased focus on work to raise attainment in schools

4. We are encouraged by institutions' focus on work to raise attainment in schools to increase access for those from under-represented and disadvantaged groups. All institutions have set out plans to scale up

and re-focus existing work or develop new programmes of work in this area, and included targets and milestones to measure the growth of this work.

5. In responding to our guidance on raising attainment in school and colleges, institutions have built on OFFA's previous guidance to increase their focus on long term outreach. However, as much of this work is still in development, many institutions have chosen to base their new targets on increasing the scale and scope of their activities. The majority have further committed to developing an outcomes-based target that will measure the impact of this work for future years.

Case study: University of Brighton – pre-16 attainment raising

The University of Brighton described in its access agreement how its widening participation outreach work impacts positively on attainment raising, highlighting the importance of working with pupils prior to Year 11. The university has found that pupils who engage in outreach early in Key Stage 4, in a sustained programme, are more likely to attain good GCSE results. Seventy-seven per cent of their outreach participants achieved five GCSEs at grades A*-C (including English and maths), compared to an average of 42 per cent in the university's target schools. The vast majority (almost 90 per cent) exceeded the average grade profile at their school.

Outreach participants also showed greater improvements in progression from Key Stage 2 to Key Stage 4. In the university's target schools, 81 per cent of participants showed improved progression in English, compared to 63 per cent for all students and 78 per cent of outreach participants showed improved progression in maths, compared to 57 per cent for all students.

6. The attainment-raising activities in approved access agreements are appropriate to the size, type and location of the institution. Institutions have described a variety of responses, including:

- Sponsoring a school or establishing a free school or University Technical College. Institutions cited potential contributions to raising attainment through:
 - curriculum design
 - training for teachers and senior staff in schools
 - resource sharing
 - governance, management and advice.
- Long term outreach work that is sustained, co-ordinated, and collaborative. For example, we have seen an increase in institutional mentoring and tutoring programmes, including work with younger age groups.
- Programmes to enable university and college staff to act as school governors.
- Partnerships with third sector organisations.
- Increased research into the impact of attainment-raising measures. We will be bringing institutions together in the autumn to understand their plans and encourage collaboration where appropriate.

7. Given the long term strategic nature of partnerships, sponsorship and work with schools, we appreciate that some of the new work that institutions described was necessarily at an early stage at the time institutions submitted their 2018-19 access agreements. We will expect institutions to develop these plans over the coming year, and to build on this work much more fully in their 2019-20 access agreements.

Case study: University of Oxford – large scale work to raise attainment

The University of Oxford will support attainment by building on a number of its existing, long term contact programmes with schools in the North West, Oxford and Luton, piloting an expansion of work in these areas before rolling it out to other targeted areas.

It is anticipated that the scheme will be delivered through three main strands: a long term, academically driven outreach programme for students in participating schools; a continuing professional development programme for teachers (including newly qualified teachers); and a leadership programme for senior staff. Participating schools in each area (between five and 10 depending on local need) will be structured into a 'hub and linked schools' model, with the hub as the main site for the contact programme. The hub and linked schools will be partnered with an Oxford college, or colleges, and the central university outreach team. It is anticipated that by 2022-23, once the hubs are established in the four identified areas, 3,200 students will engage with the university annually through this initiative.

Sector-wide commitment to robust evaluation of financial support

8. We are pleased that overall institutions have strengthened their approaches to evaluation of financial support, and that all institutions have made a commitment, where they are not already doing so, to carry out evaluation of their financial support using robust methods that consider outcomes for students.

9. Our strategic guidance set out our expectation that, where institutions are committing significant resource to financial support, they should have strong evidence of how this support will help to improve outcomes for under-represented and disadvantaged students.

10. Many institutions described in their 2018-19 access agreements how they had used evaluation to understand the impact of their financial support schemes to ensure they were having a positive effect on student outcomes. Where evaluation had not shown evidence of impact, the institutions amended their financial support to ensure better targeting, or redirected investment into activities that will have greater impact.

Case study: Ravensbourne – evaluation of financial support

Ravensbourne continuously reviews the balance of its spend between activity to support access, student success and progression, and financial support. Statistical analysis of the retention rates of bursary holders conducted as part of its evaluation of financial support did not show significant variation from the general student population. The college is therefore developing a more varied and targeted financial support package, concentrating income based bursaries on students from the poorest families to ensure sustainability of the provision and maximum impact for students. The institution will continue to monitor the impact of financial support measures statistically, focusing on retention and achievement of bursary holders in comparison with the general student population. It also plans to conduct further analysis to assess the impact of this refocused bursary scheme in collaboration with the student union.

11. OFFA has a long term commitment to support HEIs and FECs in improving their evaluation of their access agreement measures. In December 2016, we published a set of tools for evaluating the impact of financial support, developed by Sheffield Hallam University, and we are pleased that many institutions have adopted this methodology, with many more committing to using it in the future and include their findings in their 2019-20 agreements.

12. At the time of publication, 80 institutions have downloaded the relevant Higher Education Statistics Agency data to implement the statistical model developed through this research, and 60 institutions have attended a workshop run by OFFA on evaluating the impact of financial support and the use of the resources. A number of institutions have already reported their findings to us, and we anticipate that this number will grow.

13. We are encouraged by the response to our guidance, but we will be keen to see that institutions interpret their findings effectively and continue to make appropriate changes. We will continue to encourage a mixed methods approach whereby qualitative findings (from surveys and interviews) are considered alongside quantitative data on student outcomes. It is our expectation that robust evaluation methods will bring about improvements in the use of financial support for under-represented and disadvantaged students, and lead to more effectively targeted expenditure.

Enhanced support for key target groups

Greater focus on access for White males from socio-economically disadvantaged backgrounds

14. We have seen a significant increase in activity to improve access for White British males from socio-economically disadvantaged backgrounds. Over half (52 per cent) of institutions included information on their work to support access for this group, compared to only 34 per cent in 2017-18 access agreements. Sixteen per cent of institutions have set a target related to their work to support this group, compared to 11 per cent in 2017-18 access agreements.

Case study: Southampton Solent University – supporting White males from socio-economically disadvantaged backgrounds

Southampton Solent University has commissioned independent research into the barriers and challenges faced by White males from socio-economically disadvantaged backgrounds in accessing higher education. As a result of this research it plans to deliver a pilot project with a number of Year 7 and 8 students facing disadvantage. The university aims to work with a minimum of 30 Year 7 and 8 students to offer targeted interventions including information, advice and guidance sessions, aspirational raising sessions, mentoring, and transition support, with the aim of raising attainment. If successful, the university will widen this project to more and larger groups.

15. To further support institutions in this area, we recently published a topic briefing on [White British students from low socio-economic status groups](#) which provides more information on the issue and case studies of activities to identify and support this group. We will be working closely with institutions to further improve the focus of outreach work being delivered to support these students.

Increased support for Black and minority ethnic (BME) students

16. We have seen further development of support for BME students, including greater numbers of institutions investigating what disparities there are in degree outcome and progression, despite similar prior attainment, for these students at their institution.

17. The vast majority of institutions have described work to support BME students in their access agreements. Within this, more than two-fifths (44 per cent) of institutions have provided details of activities specifically aimed at addressing unexplained attainment gaps for BME students, up from only 31 per cent of institutions in 2017-18 access agreements.

18. In addition to this, around three-fifths (60 per cent) of institutions have now set a target related to their work to support BME students across the student lifecycle. Within these targets, almost a quarter (23 per cent) of institutions have set specific targets which seek to address unexplained attainment gaps.

19. While we welcome the increased focus on support for BME students, it is important that institutions consider what more they can do to improve access and outcomes for students from different ethnic backgrounds within this group. We know from [national data sets](#) that BME students as a whole are not under-represented in higher education but there are significant differences for specific groups of students within this group. It is therefore positive that we are starting to see institutions providing more granular analysis of their performance in relation to BME students, by considering entry and attainment rates of sub-sets of this group.

20. There is more work to be done in this area across the sector, and in particular among institutions with the highest entry requirements. We encourage institutions to consider multiple measures of disadvantage when considering their performance across the student lifecycle, and in particular to ensure that specific disadvantaged or under-represented ethnic minority groups are being supported into and through higher education.

Support for students with mental health issues and specific learning disabilities

21. More than half (58 per cent) of institutions have described specific activity to support students with mental health issues, specific learning difficulties and/or who are on the autism spectrum.

22. Two-thirds (67 per cent) of institutions have set broad targets relating to disabled students, and 14 per cent have set targets specifically relating to those with mental health issues, specific learning difficulties or the autism spectrum, up from just 4 per cent under 2017-18 access agreements.

23. Our strategic guidance for 2018-19 access agreements called on institutions to develop more activity to support these groups of students and to set targets in relation to this work across the student lifecycle, so we are pleased with institution's positive response and increased focus on this issue.

Improving access for mature and part-time learners

24. Almost two-thirds (64 per cent) of institutions have described activity to support mature and part-time students. We are encouraged to see increased numbers of institutions addressing the decline in part-time student numbers, which has disproportionately affected mature students, as more than 90 per cent of part-time students are over the age of 21. A number of institutions have described how they are developing alternative and flexible modes of study such as evening classes, intensive weekend modules, or online/distance learning.

Case study: Coventry University Group – facilitating part-time study

As well as its Coventry campuses, the Coventry University Group has campuses in Scarborough and London which offer vocationally based courses, with flexible learning options, designed to allow students to fit study around their busy lifestyles. CU Scarborough provides extended flexible and affordable higher education provision in Scarborough, an area of very low social mobility and one of the Government's 'Opportunity Areas', within the North Yorkshire region, identified by analysis from the Higher Education Funding Council for England as a higher education 'cold spot'. CU London is situated in the London Borough of Barking and Dagenham, where median income is the second lowest in London due in part to skills shortages. Timetables at these centres have been designed to allow students to fit other commitments, such as part-time employment and family responsibilities, around study. Courses are delivered at times that are specifically tailored to suit mature students, including evening and weekend delivery. Coventry University via CU Coventry, CU Scarborough and CU London aims to more than double its undergraduate part-time provision by 2021-22 across these locations.

25. OFFA will continue to support the sector to develop work in this area. To this end, we have recently published a commissioned [research project into outreach for mature students](#), and practical guidance to support institutions working with mature students in evaluating that work.

A more evidence-led approach to developing targeted activities

26. More institutions have demonstrated that they are using robust evaluation methods to ensure activities are effective in supporting those groups of

students most in need, and that their expenditure on activity is having real impact. The vast majority (87 per cent) of institutions have described how they have prioritised activities that will have an impact on the stage of the student lifecycle where they most require improvement.

27. We are particularly pleased to see more institutions are addressing disparities in outcomes between particular groups of students across the student lifecycle. Nearly three-fifths (59 per cent) of institutions described analysis of differential outcomes in their assessments of their performance, which they have used to enhance their activities to ensure they have the greatest possible impact.

Case study: Newcastle University – evaluation of activity across the student lifecycle

Newcastle University's outreach team monitors and evaluates activities to ensure that resources are targeted to maximise impact. The university's evaluation plan includes a set of common questions to compare short term impact across year groups, and a range of quantitative and qualitative measures to evaluate all aspects of the university's approach to fair access in the long term. It combines this information with findings from individual activities and equality and diversity reporting to ensure that the outcomes of evaluation directly inform the development of future activity. As a result of this work, the university has introduced a number of evidence-led developments across the student lifecycle including developing a strategic approach to targeting schools and colleges, implementing a withdrawal procedure, and offering targeted post-entry careers support for students meeting widening participation criteria.

Access activities that support and complement Opportunity Areas and the National Collaborative Outreach Programme

28. Around one-fifth (18 per cent) of institutions have provided information on how they are developing work in Opportunity Areas, which the Government has identified as areas that experience significant challenges when it comes to social mobility.

29. The vast majority of these institutions are HEIs, with a smaller number of FECs also describing work in these regions. A large number of these HEIs are those with low or medium proportions of under-represented students. These institutions have described how they are exploring opportunities in these areas to forge new relationships with schools and colleges by expanding on existing outreach work and collaborating with strategic partners, including other universities, employers, third sector bodies and private businesses, to provide outreach in schools, colleges and the community in order to raise aspirations and attainment, and to widen participation and improve access.

30. Many institutions have also described how their existing or planned access activity, including working in Opportunity Areas and the 'cold spots' identified by the Higher Education Funding Council for England (HEFCE) is complemented by participation in the National Collaborative Outreach Programme (NCOP).

31. We are pleased with the response to our guidance in these areas and will work closely with institutions to ensure that access agreement plans continue to ensure that under-represented groups in need of support are not missed, such as those in geographical areas and age ranges not targeted through NCOP activities.

32. Following HEFCE's announcement that the widening access element of its student opportunity allocation will be discontinued, we have sought and gained further commitments from institutions that access activity will be protected where it was previously funded through this source. Investment in access activity has significantly increased in 2018-19 access agreements, and we are particularly keen to ensure that this level of investment in access activity continues.

Our negotiations with institutions

33. We considered each access agreement against our strategic guidance, taking into account the context of the institution and assessing the level of ambition in activity and targets in terms of working to deliver the further, faster progress called for by our [strategic plan](#) (OFFA publication 2015/02, *Strategic Plan 2015-2020*).

34. The access agreements we received demonstrated encouraging ambition and improvements in many areas. However, there are always occasions where we seek to have further discussions with institutions, or work with them to ensure that their access agreements are appropriately stretching. In particular this year, we worked very closely with institutions to ensure work with schools and colleges to raise attainment was sufficiently ambitious and of an appropriate scale.

35. In addition to this, we worked with 143 institutions to strengthen their targets and/or investment. Through our negotiations, we secured:

- strengthened targets at 116 institutions
- increased overall spend at 48 institutions
- changes to the balance of spend at 55 institutions.

Targets

36. We are pleased that institutions continue to set themselves stretching targets across the whole student lifecycle, supporting disadvantaged students to enter higher education, through their studies and then as they prepare for employment or postgraduate study.

37. As in previous years, all institutions have set at least one outcomes-based target to measure the impact of their work to widen access to higher education. In addition to this, we have continued to see increased numbers of targets across all stages of the student lifecycle, with the vast majority (95 per cent) setting student success targets and almost three quarters (71 per cent of institutions) setting targets related to progression.

Expenditure in 2018-19 access agreements

Access agreement spend increases by 3 per cent

38. Universities and colleges estimate that they will spend £860.1 million in [steady state](#) (a prediction of future spend) under their 2018-19 access agreements. This is 3.2 per cent more in cash terms than predicted in steady state under 2017-18 agreements (£833.5 million), and represents 24.8 per cent of income from tuition fees above the basic level, consistent with 24.6 per cent under their previous access agreements. This is in line with our expectations on investment.

39. Of this:

- £477.4 million of estimated expenditure will be committed to access, student success and progression activities, an increase of 12.3 per cent in cash terms compared to access agreements for 2017-18 (£424.8 million).
- £382.7 million of estimated expenditure will be committed to financial support, a decrease of 6.4 per cent in cash terms compared to access agreements for 2017-18 (£408.7 million).

40. Figures 1 and 2 show the predicted increases in that we can see in access agreement expenditure.

Figure 1: Institutional access agreement expenditure (£m) from 2013-14 to 2021-22

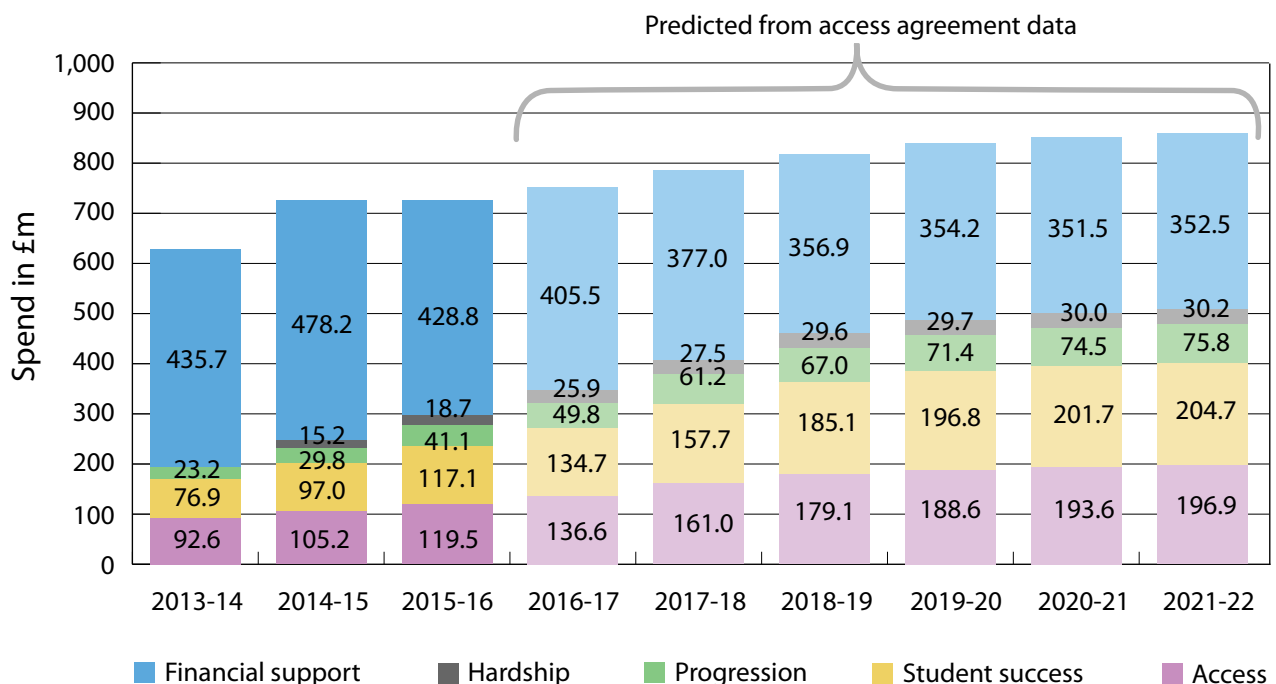
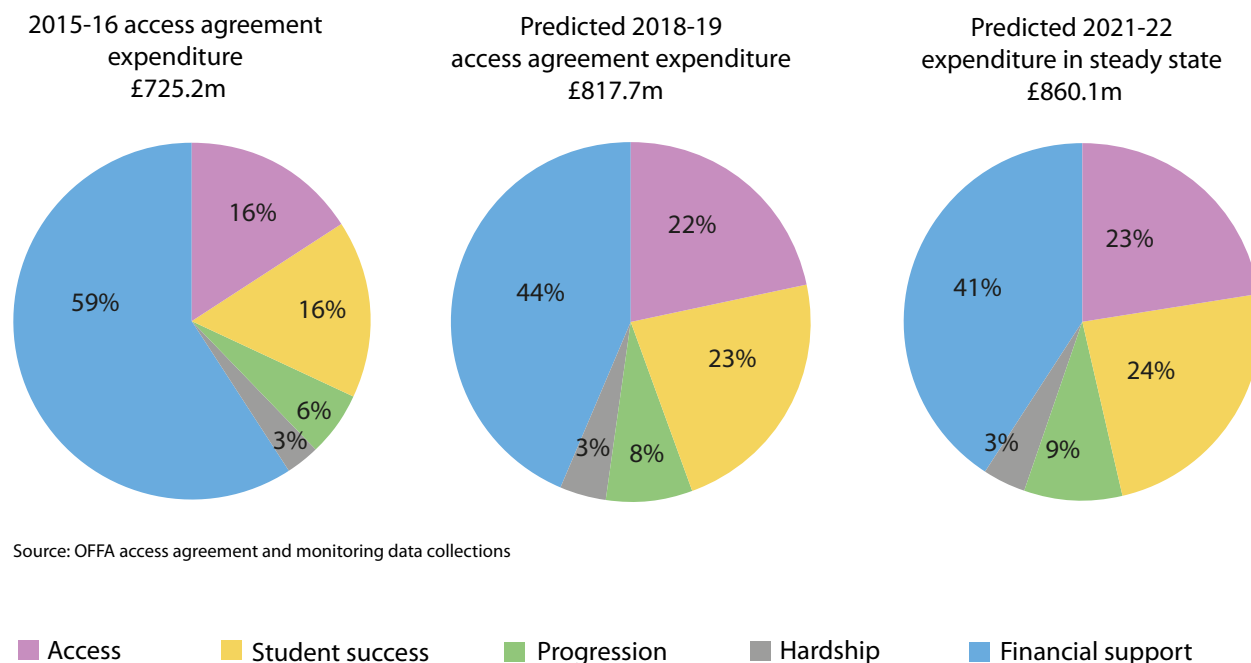


Figure 2: Proportional breakdown of sector-wide access agreement expenditure by type

Expenditure on access activity increases by 15 per cent

41. We are pleased that institutions have scaled up their investment in attainment- and aspiration-raising activity in their access agreements, including through greater engagement with schools and colleges. Estimated expenditure on access activity under 2018-19 access agreements has increased by 15.1 per cent to £196.9 million, up from £171.1 million under 2017-18 access agreements.

Further investment in student success and progression

42. Institutions have increased their investment to support under-represented and disadvantaged students to achieve successful outcomes in higher education and progress to rewarding careers or further study.

43. In 2018-19 access agreements:

- estimated expenditure on student success has increased by 10.2 per cent to £204.7 million, up

from £185.7 million under 2017-18 access agreements

- estimated expenditure on progression activity has increased by 11.5 per cent to £75.8 million, up from £68.0 million under 2017-18 access agreements.

Expenditure more evenly distributed across the student lifecycle

44. All institutions have demonstrated in their access agreements how they are using evidence to inform their strategies and identify priority areas for development. This is shown in the different levels of spend across the student lifecycle at different institutions, depending on the make-up of their student body.

45. We are pleased that institutions have continued to rebalance expenditure across the student lifecycle to reflect their performance and focus on the areas where they most need to improve.

46. Institutions with low proportions of under-represented students have increased their investments most on access activities. These institutions plan to spend:

- 7.6 per cent of higher fee income on access activity, up from 7.0 per cent under 2017-18 access agreements
- 3.7 per cent of higher fee income on student success activity, up from 3.3 per cent under 2017-18 access agreements
- 1.5 per cent of higher fee income on progression activity, unchanged from 2017-18 access agreements.

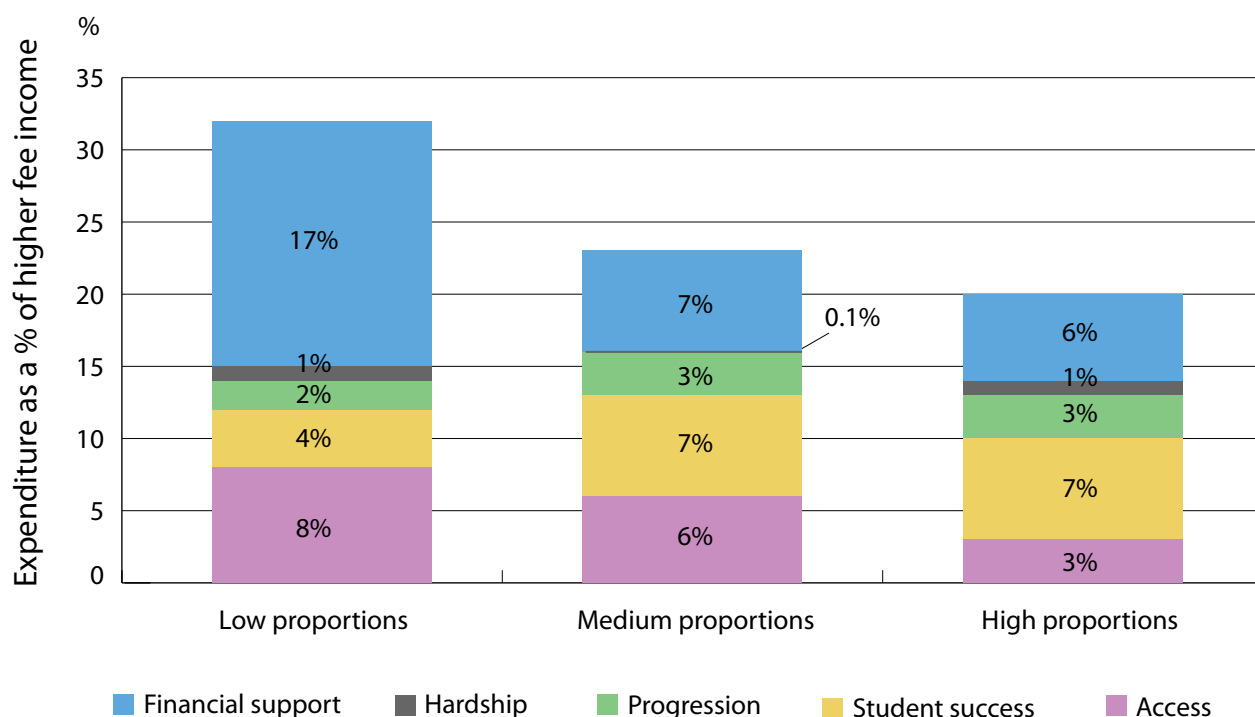
47. Meanwhile, institutions with high proportions of under-represented students are also investing more in access activities, but have the greatest increases in

expenditure focused towards student success and progression activities. These institutions plan to spend:

- 3.3 per cent of higher fee income on access activity, up from 3.0 per cent under 2017-18 access agreements
- 6.7 per cent of higher fee income on student success activity, up from 6.3 per cent under 2017-18 access agreements
- 2.6 per cent of higher fee income on progression activity, up from 2.2 per cent under 2017-18 access agreements.

48. Figure 3 demonstrates the differences in the distribution of spend between institutions with high, medium and low proportions of students from under-represented backgrounds.

Figure 3: Access agreement expenditure as a proportion of higher fee income at HEIs in steady state (2021-22) by proportions of students from disadvantaged backgrounds



49. Annex A demonstrates how the different levels of actual and estimated expenditure is forecast to change between 2013-14 and 2021-22 at institutions with high, medium and low proportions of under-represented students. This shows that while institutions with the lowest proportions of under-represented students are rebalancing their expenditure towards access activities, the rate of change means they will remain out of step with the rest of the sector.

Decrease in spend on financial support

50. Overall, institutions plan to spend £382.7 million (see Figure 1) on financial support under 2018-19 access agreements, equivalent to 11.0 per cent of higher fee income. This represents a decrease from £408.7 million, or 12.1 per cent of higher fee income, under 2017-18 access agreements as institutions have rebalanced their spend towards activity.

51. Institutions with low proportions of under-represented students plan to spend significantly more on financial support than other institutions (see Annex A, Figure 4). These institutions have responded to OFFA guidance and are evaluating their financial support, but are predicting to spend more than the rest of the sector by 2021-22. Institutions with low proportions of under-represented students plan to spend 17.7 per cent of their higher fee income on financial support, while those with high proportions of under-represented students plan to spend 7.7 per cent.

52. As set out earlier in this report, all institutions have committed to robust evaluation of their financial support in their 2018-19 access agreements, and we anticipate this level of expenditure may reduce further in future years, as institutions focus their investment on those measures that will have the greatest impact in opening doors to students from disadvantaged backgrounds.

53. The £382.7 million of financial support investment comprises:

- £300.9 million (78.6 per cent) provided as bursaries, scholarships, or in-kind support such as accommodation discounts. This proportion is unchanged from 2017-18 access agreements.
- £41.4 million (10.8 per cent) provided as 'student choice', which lets students decide how they receive their financial support. The proportion of this kind of financial support is also unchanged from 2017-18 access agreements.
- £30.2 million (7.9 per cent) provided through hardship funds, an increase from 6.8 per cent in 2017-18 access agreements.
- £10.2 million (2.7 per cent) provided as fee waivers, a decrease from 3.8 per cent in 2017-18 access agreements.

Fees

54. The Government has previously indicated that universities and colleges in England that have a [Teaching Excellence Framework](#) (TEF) award will be able to increase their tuition fees in line with inflation.

55. At the time of publication of this report, the Government has not yet announced the maximum tuition fee caps for 2018-19. The access agreements published on our website alongside this report have therefore been submitted and approved on the basis of the 2017-18 maximum tuition fee caps of up to £9,250.

56. We will be contacting institutions with information on how to revise their access agreements, if needed, once the Government has announced details of the student finance package (including maximum fee caps) for the 2018-19 academic year.

Annex A

Institutional expenditure across the student lifecycle, by proportion of students from under-represented groups

Annex A demonstrates how the different levels of actual and estimated expenditure is forecast to evolve between 2013-14 and 2021-22 at institutions with high, medium and low proportions of under-represented students.

Figure 1: Access expenditure as a proportion of higher fee income at HEIs by proportions of students from disadvantaged backgrounds

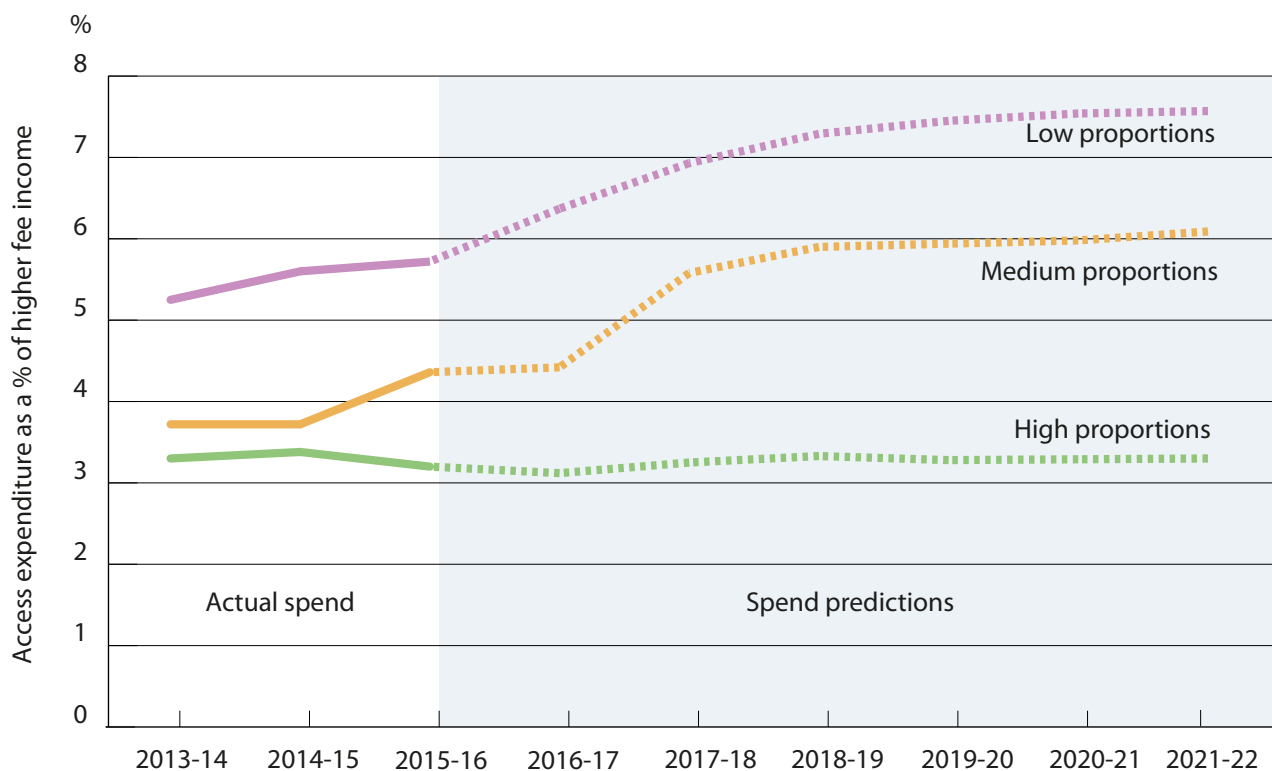


Figure 2: Student success expenditure as a proportion of higher fee income at HEIs by proportions of students from disadvantaged backgrounds

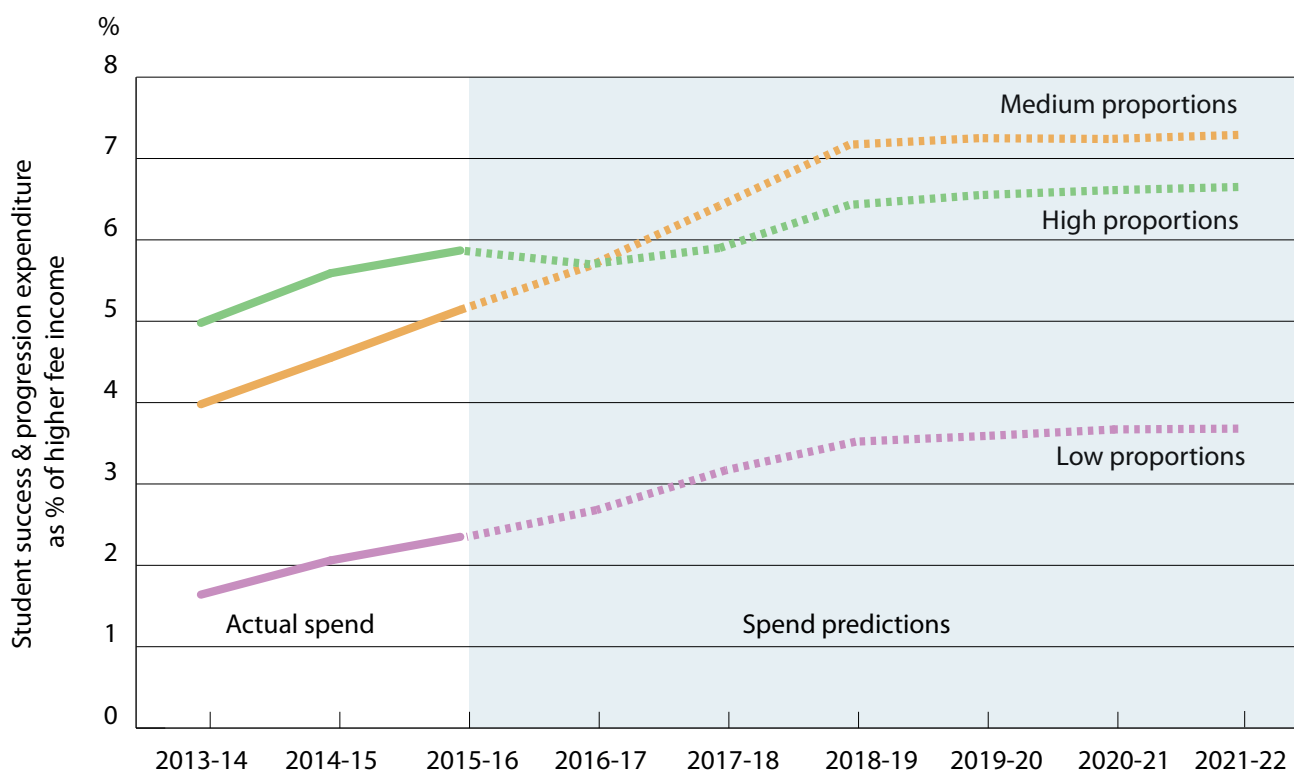


Figure 3: Progression expenditure as a proportion of higher fee income at HEIs by proportions of students from disadvantaged backgrounds

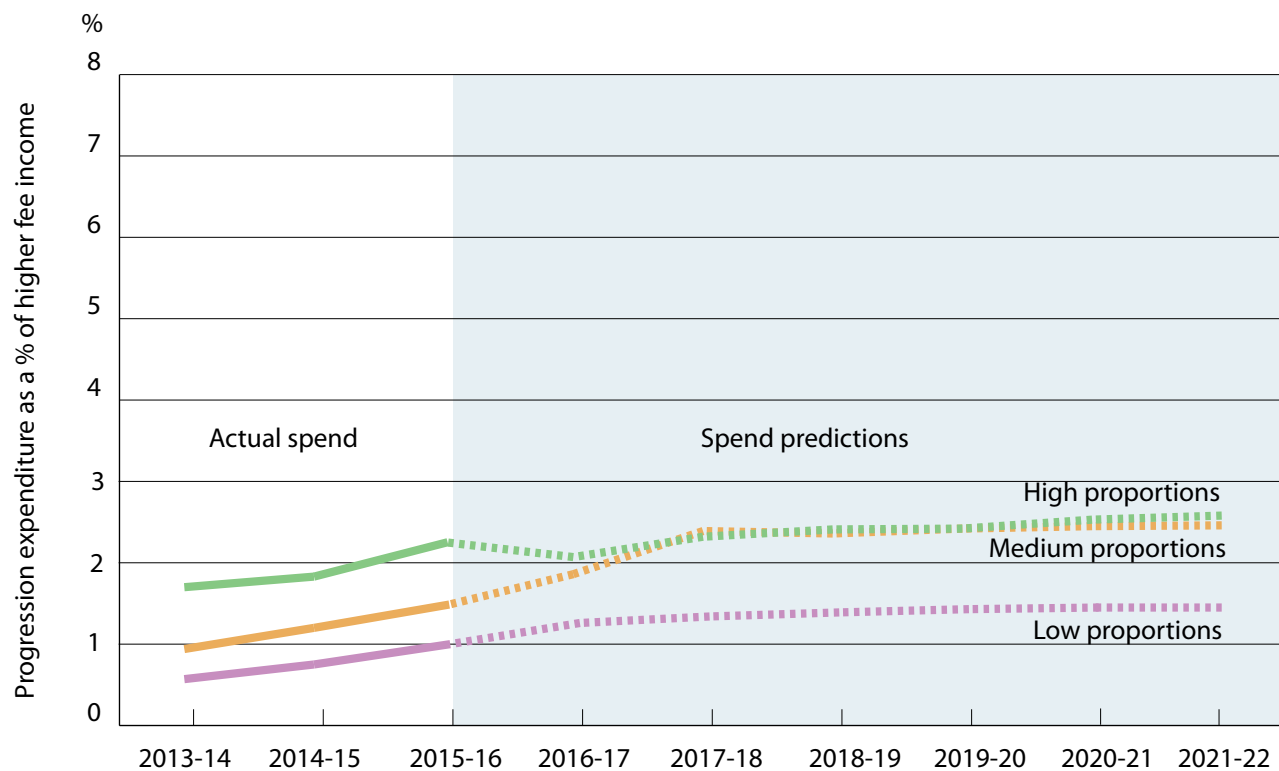
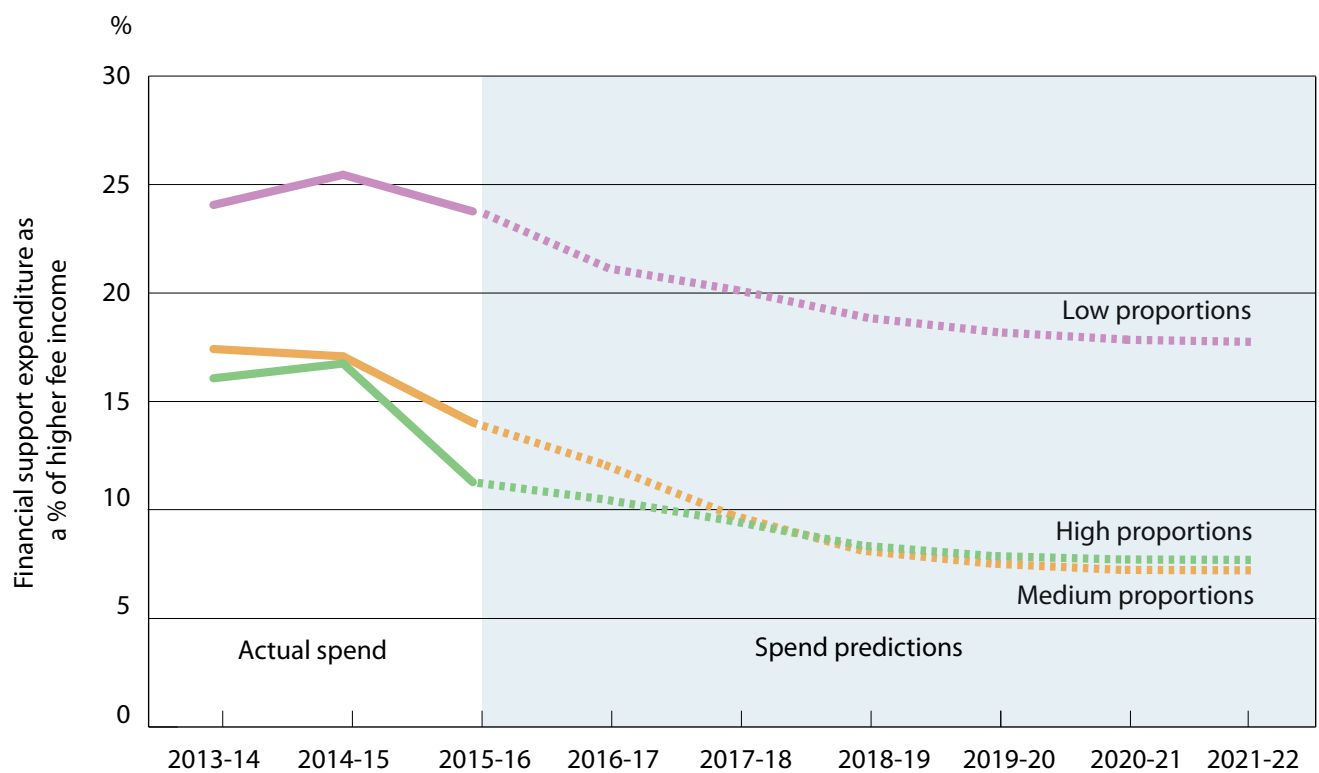


Figure 4: Financial support expenditure as a proportion of higher fee income at HEIs by proportions of students from disadvantaged backgrounds



Data tables

1. The tables that follow set out:

- how many universities and colleges have 2018-19 access agreements
- sector-level data:
 - predicted income from higher fees
 - predicted expenditure under access agreements
 - average full-time fees
- data for each institution:
 - predicted expenditure on access, student success and progression activities
 - predicted expenditure on financial support
 - minimum, maximum and average fees.

2. The data tables are also available to download in MS Excel format at www.offa.org.uk/publications.

3. When reading these tables, please note that:

- a. Years relate to academic years.
- b. Figures do not include inflation or courses funded by the Department of Health.
- c. Unless otherwise stated, figures relate to all students paying higher fees (not just entrants).
- d. All income and expenditure data is based on estimates provided by institutions and built on assumptions around student numbers and the make-up of the student cohort, which may change over time.
- e. 'Higher fee income' is all fee income above the basic fee for home/European Union undergraduates. For the 2018-19 academic year, the Government has not yet announced the basic fee or the maximum fee for institutions with access agreements, so for the purposes of their access agreements and resource plans, we asked institutions to assume that the fee caps will remain the same as in 2017-18:

- For institutions taking part in the TEF:
 - for full-time, new system students, a basic fee of £6,165 and a maximum fee of £9,250
 - for part-time, new system students, a basic fee of £4,625 and a maximum fee of £6,935.
- For institutions that are not taking part in TEF:
 - for full-time, new system students, a basic fee of £6,000 and a maximum fee of £9,000
 - for part-time, new system students, a basic fee of £4,500 and a maximum fee of £6,750.
- f. Expenditure on financial support, access, student success and progression is not the total amount spent by institutions in these areas. It is the additional amount that institutions have committed following the introduction of variable fees in 2006-07. Also, expenditure on financial support (fee waivers, bursaries and scholarships) is only the amount spent on students with an assessed household income of up to £42,875 and other under-represented groups. Institutions may offer other financial support which is not included in these totals, for example merit-based scholarships open to all students including those from more advantaged backgrounds.
- g. Care should be taken when comparing 2018-19 access agreement data with data in previous years' publications, as data published in previous years does not reflect latest institutional projections on student numbers.

4. As described earlier in this report, the Government has not yet announced the maximum tuition fee caps for 2018-19, we have therefore not provided information on average fees by institution in the annex tables.

Table 1: 2018-19 access agreements - sector-level data

This table shows:

- the number of institutions with an access agreement for 2018-19
- estimated income from fees above the basic threshold ("higher fee income")
- estimated access agreement expenditure.

Figures in Table 1 only relate to income and expenditure under access agreements.

Expenditure does not include spending on initiatives that were in place before the introduction of variable fees in 2006-07.

Steady state figures are predictions, not commitments (for more information about steady state, see the glossary on our website at <https://www.offa.org.uk/glossary/>).

1a) Number of institutions with access agreements for 2018-19 entry

	Number of HEFCE-funded institutions with full-time UG provision	Number charging above the basic fee	% charging above the basic fee
HEIs	124	123	99%
FECs	212	84	40%
Total	337	207	61%

1b) Estimated fee income above the basic fee (£m)

		2018-19 £m	Steady state £m
HEIs	Full-time	3,134.8	3,353.6
	Part-time	22.4	23.5
FECs	Full-time	72.5	89.2
	Part-time	1.8	2.5
Total		3,231.5	3,468.8

1c) Estimated access agreement expenditure (£m)

	2018-19 £m	Steady state £m
HEIs	794.1	832.8
FECs	23.6	27.2
Total	817.7	860.1

1d) Estimated access agreement expenditure as a proportion of higher fee income (%)

	2017-18 %	Steady state %
HEIs	25.2	24.7
FECs	31.7	29.7
Total	25.3	24.8

1e) Estimated access agreement expenditure (£m): By type of spend

	2018-19 £m	Steady state £m
Financial support, of which	386.6	382.7
Bursaries and scholarships (including accommodation discounts)	304.0	300.9
Fee waivers	13.1	10.2
Financial support - student choice	39.8	41.4
Hardship	29.6	30.2
Access	179.1	196.9
Student success	185.1	204.7
Progression	67.0	75.8
Total	817.7	860.1

1f) Estimated access agreement expenditure as a proportion of fee income above the basic fee (%): By proportion of under-represented groups and type of spend

	2018-19	Steady state
	%	%
Financial support		
HEIs with a high proportion of under-represented students	8.4	7.7
HEIs with a medium proportion of under-represented students	8.1	7.2
HEIs with a low proportion of under-represented students	18.9	17.7
FECs	13.2	12.0
<i>Overall financial support</i>	12.0	11.0
of which hardship		
HEIs with a high proportion of under-represented students	1.0	1.0
HEIs with a medium proportion of under-represented students	1.2	1.2
HEIs with a low proportion of under-represented students	0.5	0.5
FECs	1.7	1.4
<i>Overall hardship</i>	0.9	0.9
Access		
HEIs with a high proportion of under-represented students	3.3	3.3
HEIs with a medium proportion of under-represented students	5.9	6.1
HEIs with a low proportion of under-represented students	7.3	7.6
FECs	6.2	6.0
<i>Overall access</i>	5.5	5.7
Student success		
HEIs with a high proportion of under-represented students	6.4	6.7
HEIs with a medium proportion of under-represented students	7.2	7.3
HEIs with a low proportion of under-represented students	3.5	3.7
FECs	8.8	8.3
<i>Overall student success</i>	5.7	5.9
Progression		
HEIs with a high proportion of under-represented students	2.4	2.6
HEIs with a medium proportion of under-represented students	2.4	2.5
HEIs with a low proportion of under-represented students	1.4	1.5
FECs	3.5	3.4
<i>Overall progression</i>	2.1	2.2
Total	25.3	24.8

1g) Estimated access agreement expenditure as a proportion of fee income above the basic fee (%): By proportion of under-represented groups

	2018-19	Steady state
	%	%
HEIs with a high proportion of under-represented students	20.5	20.2
HEIs with a medium proportion of under-represented students	23.6	23.1
HEIs with a low proportion of under-represented students	31.1	30.5
FECs	31.7	29.7
Total	25.3	24.8

Table 2: Fees in 2018-19 access agreements - sector-level data

This table shows estimated average fees for new system full-time students in 2018-19.

Fee data excludes sandwich courses and Erasmus/study years abroad.

2017-18 provisional data was originally published in OFFA 2016/07. This is republished here for information only; it is now superseded by the revised 2017-18 data, based on updated information provided by institutions in April 2017 as part of their 2018-19 access agreement and reflecting their latest student number projections.

2) Estimated average fees per new system full-time student in 2017-18 and 2018-19 (£)

HEIs and FECs	Average fee			Average fee after fee waivers		
	2017-18 (provisional)	2017-18 (revised)	2018-19 (provisional)	2017-18 (provisional)	2017-18 (revised)	2018-19 (provisional)
HEIs	9,110	9,048	9,124	9,090	9,030	9,112
FECs with access agreements	7,486	7,313	7,488	7,478	7,302	7,482
All FECs*	7,087	6,939	7,138	7,082	6,932	7,134
Total	8,996	8,933	9,012	8,977	8,916	9,001

*Assumes a flat fee of £6,000 for FECs without access agreements. Our analysis of HEIFES data indicates that there are around 16,600 and 14,700 full-time higher education students at FECs without access agreements in 2017-18 and 2018-19 respectively.

Table 3a: Access agreement expenditure in steady state (2021-22), by institution

This table shows the estimated access agreement expenditure by institutions in steady state (2021-22) on:

- access, student success and progression activity
- financial support by type:
 - bursaries and scholarships for students from lower income households and other under-represented groups
 - fee waivers for students from lower income households and other under-represented groups
 - financial support where the institution is offering students a choice
 - hardship funds.

The estimated expenditure figures for the academic year 2018-19 are also provided for information.

Institution	Region	Access agreement expenditure: By year			Access agreement expenditure in steady state (2021-22): By type of spend (£000)						
		2018-19	Steady state		Access	Student success	Progression	Bursaries and scholarships	Fee waivers	Student choice	Hardship funds
		£000	£000	% higher fee income							
Anglia Ruskin University	ES	7,681	7,622	18.8	773	1,500	149	5,200	-	-	-
AECC	SW	210	431	31.0	176	173	10	72	-	-	-
The Arts University Bournemouth	SW	1,908	1,998	20.8	1,030	411	105	453	-	-	-
University of the Arts, London	GL	7,040	7,095	25.0	2,510	1,125	210	3,100	-	-	150
Aston University	WM	6,732	6,587	22.1	690	2,724	1,226	-	-	1,846	100
The University of Bath	SW	9,401	9,903	32.8	3,026	1,713	456	4,509	-	-	200
Bath Spa University	SW	4,768	5,042	23.7	1,209	1,314	974	-	-	1,385	160
University of Bedfordshire	ES	7,670	9,620	34.5	2,180	4,340	800	2,000	-	-	300
Birkbeck College	GL	3,798	3,714	27.4	648	1,528	187	196	180	-	976
The University of Birmingham	WM	14,411	14,707	29.0	2,033	2,692	603	8,911	469	-	-
University College Birmingham	WM	3,338	3,974	71.9	690	1,635	155	1,446	20	-	28
Birmingham City University	WM	7,072	8,085	14.9	1,300	6,235	500	-	-	-	50
Bishop Grosseteste University	EM	912	978	13.6	73	131	-	662	-	-	112
The University of Bolton	NW	2,955	2,929	15.7	189	1,754	747	89	-	-	150
Bournemouth University	SW	8,334	9,650	27.3	1,410	4,985	675	-	-	2,179	400
The University of Bradford	YH	4,435	4,810	24.0	484	570	462	3,006	-	-	287
University of Brighton	SE	9,013	9,380	24.0	1,670	3,428	431	3,351	-	-	500
University of Bristol	SW	14,418	14,970	30.0	3,640	1,396	598	8,144	841	-	350
Brunel University London	GL	4,759	4,756	22.5	1,164	1,334	212	-	277	1,570	200
Buckinghamshire New University	SE	3,751	4,750	22.5	372	3,906	372	-	-	-	100
University of Cambridge	ES	9,817	10,215	31.3	3,906	-	-	6,309	-	-	-
Canterbury Christ Church University	SE	5,245	5,105	15.6	750	1,050	225	2,330	-	350	400
University of Central Lancashire	NW	9,943	10,905	26.3	1,272	3,060	1,754	4,533	-	-	287
University of Chester	NW	5,239	5,577	21.1	1,082	2,193	193	1,584	285	-	240
The University of Chichester	SE	2,348	2,518	17.2	666	649	109	870	-	-	224
City, University of London	GL	4,879	5,515	21.5	1,488	1,283	693	1,952	-	-	100
The Conservatoire for Dance and Drama	GL	1,300	1,300	45.3	400	200	50	-	-	650	-
Courtauld Institute of Art	GL	244	253	43.4	129	12	12	60	40	-	-
Coventry University	WM	9,811	11,025	19.3	960	7,594	1,323	789	-	9	350
University for the Creative Arts	SE	3,449	3,580	26.6	910	1,920	600	-	-	-	150
University of Cumbria	NW	1,707	1,831	13.5	542	420	420	448	-	-	-
De Montfort University	EM	7,406	7,796	16.2	2,096	1,829	1,740	1,360	-	-	770
University of Derby	EM	6,805	8,018	18.3	1,520	650	475	4,964	-	-	409
University of Durham	NE	11,500	12,100	33.3	4,800	1,200	300	5,700	-	-	100
The University of East Anglia	ES	8,795	9,115	25.7	2,615	1,431	556	-	-	4,334	179
University of East London	GL	5,882	6,712	21.5	1,550	2,060	2,072	1,029	-	-	-
Edge Hill University	NW	4,588	4,718	15.8	797	1,656	977	548	-	-	740
The University of Essex	ES	5,488	7,033	18.9	519	1,845	1,298	3,263	-	-	107
University of Exeter	SW	13,911	14,050	29.5	3,790	2,936	1,862	5,062	311	-	89
Falmouth University	SW	3,881	4,118	22.5	1,679	947	431	1,061	-	-	-
University of Gloucestershire	SW	3,951	3,695	18.5	913	456	456	1,382	163	45	279
Goldsmiths' College	GL	5,187	6,418	25.9	3,461	1,610	396	370	581	-	-
University of Greenwich	GL	6,496	6,334	20.4	1,450	1,250	1,100	1,248	375	911	-

Guildhall School of Music & Drama	GL	532	450	30.3	386	24	-	40	-	-	-
Harper Adams University	WM	1,376	1,450	24.7	386	436	290	160	178	-	-
University of Hertfordshire	ES	7,182	7,822	18.4	2,197	4,219	1,125	-	-	-	280
The University of Huddersfield	YH	7,368	7,368	23.6	1,318	4,130	300	1,320	-	-	300
The University of Hull	YH	6,771	7,364	21.6	1,700	2,225	400	2,639	-	-	400
Imperial College London	GL	7,119	7,292	35.0	830	-	-	6,462	-	-	-
Keele University	WM	5,284	6,165	23.4	1,735	1,209	894	2,326	-	-	-
The University of Kent	SE	9,691	9,936	25.1	2,306	2,119	268	4,948	-	-	295
King's College London	GL	11,919	14,860	30.0	3,764	1,572	342	8,832	-	-	350
Kingston University	GL	5,597	5,130	18.2	960	2,472	329	135	-	500	733
The University of Lancaster	NW	6,763	7,229	27.0	1,700	1,339	1,339	2,751	-	-	100
The University of Leeds	YH	19,481	20,420	31.2	4,118	979	570	406	923	13,274	150
Leeds Beckett University	YH	10,140	10,309	22.5	3,434	4,121	1,518	560	236	-	440
Leeds College of Art	YH	907	1,115	18.1	357	140	64	409	-	-	146
Leeds Trinity University	YH	1,750	1,750	22.1	400	550	200	450	-	-	150
The University of Leicester	EM	8,287	9,474	25.3	2,660	1,760	1,000	3,688	-	-	366
University of Lincoln	EM	4,918	5,194	14.3	600	1,000	435	2,816	-	-	343
The University of Liverpool	NW	15,280	16,706	30.1	1,353	3,441	117	11,318	-	200	277
Liverpool Hope University	NW	1,658	1,711	14.4	476	850	84	-	-	-	300
The Liverpool Institute for Performing Arts	NW	485	493	24.2	290	63	21	114	-	-	5
Liverpool John Moores University	NW	11,610	11,638	21.6	1,456	4,042	1,195	4,119	75	-	750
University College London	GL	13,103	12,676	30.9	4,149	1,059	121	7,117	-	-	230
London Metropolitan University	GL	8,349	6,094	28.2	586	3,450	567	1,491	-	-	-
The London School of Economics and Political Science	GL	4,375	4,947	50.2	990	345	82	3,530	-	-	-
London South Bank University	GL	4,320	4,661	17.2	1,465	1,763	956	160	-	-	317
Loughborough University	EM	9,612	10,007	30.0	2,572	1,486	904	4,343	612	-	90
The University of Manchester	NW	21,457	19,878	33.5	4,215	1,757	955	12,850	-	-	100
Manchester Metropolitan University	NW	14,663	15,230	23.6	1,600	4,475	925	7,517	-	213	500
Middlesex University	GL	6,159	6,273	16.7	730	4,505	480	120	-	-	438
Newcastle University	NE	15,732	16,643	32.0	4,629	2,524	1,033	8,207	-	-	250
Newman University	WM	591	591	10.1	50	340	30	51	-	-	120
The University of Northampton	EM	3,452	3,460	16.6	280	430	545	1,685	-	-	520
University of Northumbria at Newcastle	NE	11,832	9,332	19.2	6,074	963	445	450	-	-	1,400
Norwich University of the Arts	ES	1,625	1,738	26.0	395	300	110	933	-	-	-
The University of Nottingham	EM	17,681	17,852	28.3	3,152	1,878	1,065	11,516	-	-	242
Nottingham Trent University	EM	12,410	12,758	21.0	2,098	2,791	1,303	5,966	-	-	600
The School of Oriental and African Studies	GL	2,279	2,364	30.4	565	591	50	1,108	-	-	51
University of Oxford	SE	12,501	12,325	41.6	4,315	368	354	5,470	1,798	-	20
Oxford Brookes University	SE	8,440	8,930	27.2	1,342	670	327	5,917	-	-	674
University of Plymouth	SW	8,700	9,050	21.3	2,300	3,750	1,500	1,500	-	-	-
Plymouth College of Art	SW	1,055	1,166	24.7	370	178	85	484	9	-	40
University of Portsmouth	SE	10,649	10,729	25.0	3,080	2,700	275	3,374	-	-	1,300
Queen Mary University of London	GL	10,200	9,249	27.1	1,096	871	290	6,742	-	-	250
Ravensbourne	GL	1,660	1,831	22.0	490	395	350	596	-	-	-
The University of Reading	SE	8,320	8,625	27.0	2,774	2,378	509	2,197	717	-	50
Roehampton University	GL	7,312	7,980	28.4	4,324	3,043	335	35	-	-	243
Rose Bruford College of Theatre and Performance	GL	431	434	26.5	139	108	68	81	-	20	18
The Royal Academy of Music	GL	408	403	42.4	131	-	-	81	191	-	-
The Royal Agricultural University	SW	927	1,067	30.2	512	117	60	272	-	83	23
The Royal Central School of Speech and Drama	GL	501	543	27.0	295	128	48	45	-	-	27
The Royal College of Music	GL	483	483	48.1	300	134	42	-	-	-	7
Royal Holloway, University of London	SE	5,749	5,935	29.9	1,594	813	346	3,022	-	-	160
Royal Northern College of Music	NW	623	665	45.1	270	112	74	209	-	-	-
The Royal Veterinary College	GL	1,294	1,348	27.5	460	250	15	623	-	-	-
The University of Salford	NW	8,074	8,080	26.2	1,179	3,112	262	3,209	-	-	317
The University of Sheffield	YH	14,079	15,251	28.7	4,750	1,841	475	7,781	25	180	200
Sheffield Hallam University	YH	10,928	13,363	20.3	1,502	2,965	3,653	4,629	413	-	200
University of Southampton	SE	13,087	14,477	29.5	2,303	1,694	550	150	-	9,330	450
Southampton Solent University	SE	5,445	5,445	24.6	694	1,020	701	2,380	-	-	650
University of St Mark & St John	SW	1,992	2,121	27.2	580	570	510	170	50	41	200
St Mary's University, Twickenham	GL	3,233	3,701	24.0	717	1,489	481	515	-	300	200
St. George's, University of London	GL	1,692	1,795	30.0	611	204	58	843	-	-	80
Staffordshire University	WM	4,100	4,800	18.7	1,850	1,500	850	300	-	-	300
University of Suffolk	ES	2,250	2,843	23.2	360	935	390	1,158	-	-	-

University of Sunderland	NE	7,368	7,776	22.5	733	1,170	587	1,671	645	2,745	225
The University of Surrey	SE	6,802	7,555	25.0	2,511	2,154	833	1,980	-	-	77
University of Sussex	SE	12,310	12,308	33.9	2,450	1,475	1,950	6,133	-	-	300
Teesside University	NE	4,200	4,574	15.4	1,315	1,318	1,390	551	-	-	-
Trinity Laban Conservatoire of Music and Dance	GL	648	675	27.0	383	50	-	241	-	-	-
The University of Warwick	WM	10,418	10,795	29.1	3,500	400	400	6,148	146	-	200
The University of West London	GL	5,772	6,543	24.0	470	1,717	351	3,329	45	480	150
University of the West of England, Bristol	SW	15,495	16,520	30.2	3,156	4,999	3,134	3,522	-	-	1,709
The University of Westminster	GL	6,572	6,895	24.2	3,030	830	1,949	526	60	-	500
University of Winchester	SE	3,258	3,348	20.0	383	1,188	281	1,341	-	-	155
University of Wolverhampton	WM	3,967	3,967	10.6	500	1,299	585	953	-	-	630
University of Worcester	WM	5,625	6,022	20.0	1,204	1,807	1,807	784	-	-	420
Writtle University College	ES	745	745	34.0	204	204	90	215	32	-	-
University of York	YH	10,283	10,646	29.6	3,416	1,378	196	5,288	147	-	220
York St John University	YH	4,090	4,310	30.9	1,201	1,154	540	1,280	-	-	135
Askham Bryan College	YH	255	290	19.1	66	121	22	59	-	10	12
Bedford College	ES	29	31	34.4	5	6	10	-	-	-	10
Birmingham Metropolitan College	WM	72	109	42.1	33	66	11	-	-	-	-
Bishop Burton College	YH	302	342	15.0	92	108	32	70	-	15	25
Blackburn College	NW	1,285	1,335	31.5	85	290	80	480	-	400	-
Blackpool and the Fylde College	NW	1,457	1,467	35.1	272	725	170	195	-	-	105
BMC (Brooksby Melton College)	EM	42	58	17.0	16	11	13	17	-	-	2
The Bournemouth and Poole College	SW	18	18	23.5	5	5	8	-	-	-	-
Bradford College	YH	663	762	19.2	490	73	61	138	-	-	-
Bridgwater and Taunton College	SW	279	474	32.3	175	140	88	61	-	-	10
The British School of Osteopathy	GL	227	227	20.8	78	99	19	29	-	-	3
Burnley College	NW	622	688	60.4	92	260	16	294	-	-	26
Bury College	NW	173	244	40.7	115	87	28	14	-	-	1
Calderdale College	YH	68	85	28.6	12	12	5	49	-	-	8
Chichester College	SE	28	71	23.5	18	21	20	10	-	-	2
City College Norwich	ES	384	334	27.9	173	138	24	-	-	-	-
City College Plymouth	SW	125	142	30.0	17	43	11	71	-	-	-
Bath College	SW	62	76	61.0	25	8	8	33	-	-	3
The City of Liverpool College	NW	137	153	23.2	5	64	5	54	-	-	26
Cleveland College of Art and Design	NE	686	768	29.0	81	272	196	220	-	-	-
Colchester Institute	ES	550	635	25.5	80	150	80	320	-	-	5
Cornwall College	SW	489	544	45.5	50	325	54	89	5	6	15
Craven College	YH	60	60	51.3	18	24	2	17	-	-	-
Croydon College	GL	150	450	61.8	100	100	100	130	-	-	20
Derby College	EM	38	53	64.5	20	4	5	25	-	-	-
Doncaster College	YH	53	70	14.9	6	38	6	20	-	-	-
East Riding College	YH	67	77	25.5	29	44	2	-	-	-	2
Exeter College	SW	86	122	29.6	45	45	23	-	-	-	9
Farnborough College of Technology	SE	99	107	17.3	15	14	2	76	-	-	-
Gloucestershire College	SW	76	76	14.4	10	51	5	-	-	-	10
Greater Brighton Metropolitan College	SE	484	502	25.1	110	125	64	198	-	-	5
Grimsby Institute of Further and Higher Education	YH	634	872	28.5	210	210	210	152	-	-	90
Guildford College	SE	125	153	25.0	26	34	9	84	-	-	-
Hartpury College	SW	678	782	17.5	235	196	117	235	-	-	-
Heart of Worcestershire College	WM	97	97	31.5	18	30	4	30	-	-	15
Hereford College of Arts	WM	186	186	17.3	56	29	24	57	-	-	20
Hugh Baird College	NW	395	445	26.2	31	247	31	137	-	-	-
Hull College	YH	360	398	57.7	55	16	47	60	-	-	220
Kingston College	GL	85	98	25.0	7	17	10	51	-	-	13
Kingston Maurward College	SW	34	41	26.4	11	9	2	10	8	-	2
Kirklees College	YH	69	85	49.2	14	9	6	56	-	-	-
Leeds City College	YH	1,120	1,120	20.9	150	350	30	520	-	-	70
Lincoln College	EM	395	601	76.3	67	77	55	115	-	265	22
Loughborough College	EM	172	171	15.5	15	44	25	68	-	-	19
LTE Group	NW	425	600	28.3	135	100	40	300	-	-	25
Milton Keynes College	SE	72	78	59.5	30	13	18	-	-	-	18
Moulton College	EM	387	387	27.0	130	98	50	80	19	-	10
Myerscough College	NW	380	398	23.7	74	52	67	179	-	20	6
NCG	NE	2,558	2,558	46.0	191	614	257	1,361	-	-	135

New College Durham	NE	468	487	15.2	104	62	43	93	185	-	-
Nottingham College	EM	485	438	54.0	50	65	40	258	-	-	25
New College Stamford	EM	54	77	90.1	34	34	-	-	-	-	9
North Lindsey College	YH	93	226	20.0	34	102	34	38	-	-	18
North East Surrey College of Technology (NESCOT)	SE	55	55	17.7	20	16	12	1	-	-	6
Northumberland College	NE	64	79	43.4	20	10	8	41	-	-	0
The Oldham College	NW	377	466	34.8	64	120	49	233	-	-	-
Petroc	SW	223	264	45.8	66	104	19	41	-	-	33
Plumpton College	SE	245	335	49.5	26	115	115	-	-	73	7
Reaseheath College	NW	246	406	30.4	40	42	100	221	-	-	3
Riverside College	NW	26	36	29.1	4	21	5	5	-	-	-
RNN Group	EM	260	267	37.7	113	74	53	1	-	-	25
Ruskin College	SE	190	215	36.8	125	70	10	-	-	-	10
Selby College	YH	14	25	15.0	20	5	-	-	-	-	-
The Sheffield College	YH	162	191	47.7	10	152	15	-	-	-	14
Solihull College	WM	41	41	34.3	5	5	2	-	20	-	9
South Devon College	SW	462	566	32.3	87	127	90	250	-	-	12
South Essex College of Further and Higher Education	ES	294	417	25.0	87	167	94	20	50	-	-
South Gloucestershire and Stroud College	SW	113	178	26.3	29	77	13	27	-	18	15
Sparsholt College	SE	404	442	51.5	197	102	9	113	21	-	-
St Helens College	NW	237	304	56.2	35	25	20	212	-	-	12
Stockport College	NW	67	115	33.3	9	6	13	79	-	-	8
Strode College	SW	32	41	36.9	5	5	5	26	-	-	-
Sussex Coast College Hastings	SE	42	64	22.7	14	14	13	20	-	-	3
Sussex Downs College	SE	120	157	35.6	28	21	14	95	-	-	-
Truro and Penwith College	SW	459	459	24.2	125	33	8	277	-	-	15
Wakefield College	YH	111	30	9.0	6	18	6	-	-	-	-
Walsall College	WM	88	109	153.5	21	15	21	42	-	-	10
Warwickshire College	WM	420	495	22.5	150	155	70	60	-	-	60
West Nottinghamshire College	EM	162	293	105.4	74	69	69	65	-	-	15
University Centre Weston	SW	197	227	28.8	69	64	11	63	-	-	20
Weymouth College	SW	37	40	48.5	7	10	10	-	-	-	13
Wigan and Leigh College	NW	100	110	15.8	8	95	8	-	-	-	-
Wirral Metropolitan College	NW	102	122	45.6	28	14	5	72	-	-	5
Yeovil College	SW	42	124	22.5	47	41	14	10	-	-	11
York College	YH	83	140	29.4	8	8	4	120	-	-	-

Table 3b: Access agreement expenditure in steady state (2021-22), by institution

This table shows the estimated proportion of fee income above the basic fee to be spent by individual institutions in steady state (2021-22) on:

- access, student success and progression activity
- financial support

The estimated expenditure figures for 2018-19 are also provided for information.

Access, student success and progression activity in access agreements includes all previous access agreement expenditure that institutions continue to make, plus expenditure on new access, student success and progression measures. In most cases, these figures represent only a small proportion of the institution's overall investment in these areas.

Institution	Region	Access agreement expenditure: By year			Access agreement expenditure in steady state (2020-21): By type of spend, as a proportion of higher fee income (%)				Access agreement expenditure: Distribution of spend in steady state
		2017-18	Steady state		Access	Student success	Progression	Financial support	
		£000	£000	% higher fee income	% higher fee income	% higher fee income	% higher fee income	% higher fee income	
Anglia Ruskin University	ES	7681	7622	18.8	1.9	3.7	0.4	12.8	
AECC	SW	210	431	31.0	12.7	12.5	0.7	5.2	
The Arts University Bournemouth	SW	1908	1998	20.8	10.7	4.3	1.1	4.7	
University of the Arts, London	GL	7040	7095	25.0	8.8	4.0	0.7	11.4	
Aston University	WM	6732	6587	22.1	2.3	9.2	4.1	6.5	
The University of Bath	SW	9401	9903	32.8	10.0	5.7	1.5	15.6	
Bath Spa University	SW	4768	5042	23.7	5.7	6.2	4.6	7.2	
University of Bedfordshire	ES	7670	9620	34.5	7.8	15.6	2.9	8.3	
Birkbeck College	GL	3798	3714	27.4	4.8	11.3	1.4	10.0	
The University of Birmingham	WM	14411	14707	29.0	4.0	5.3	1.2	18.5	
University College Birmingham	WM	3338	3974	71.9	12.5	29.6	2.8	27.0	
Birmingham City University	WM	7072	8085	14.9	2.4	11.5	0.9	0.1	
Bishop Grosseteste University	EM	912	978	13.6	1.0	1.8	0.0	10.7	
The University of Bolton	NW	2955	2929	15.7	1.0	9.4	4.0	1.3	
Bournemouth University	SW	8334	9650	27.3	4.0	14.1	1.9	7.3	
The University of Bradford	YH	4435	4810	24.0	2.4	2.8	2.3	16.4	
University of Brighton	SE	9013	9380	24.0	4.3	8.8	1.1	9.9	
University of Bristol	SW	14418	14970	30.0	7.3	2.8	1.2	18.7	
Brunel University London	GL	4759	4756	22.5	5.5	6.3	1.0	9.7	
Buckinghamshire New University	SE	3751	4750	22.5	1.8	18.5	1.8	0.5	
University of Cambridge	ES	9817	10215	31.3	12.0	0.0	0.0	19.3	
Canterbury Christ Church University	SE	5245	5105	15.6	2.3	3.2	0.7	9.4	
University of Central Lancashire	NW	9943	10905	26.3	3.1	7.4	4.2	11.6	
University of Chester	NW	5239	5577	21.1	4.1	8.3	0.7	8.0	
The University of Chichester	SE	2348	2518	17.2	4.6	4.4	0.7	7.5	
City, University of London	GL	4879	5515	21.5	5.8	5.0	2.7	8.0	
The Conservatoire for Dance and Drama	GL	1300	1300	45.3	13.9	7.0	1.7	22.7	
Courtauld Institute of Art	GL	244	253	43.4	22.1	2.1	2.1	17.2	
Coventry University	WM	9811	11025	19.3	1.7	13.3	2.3	2.0	
University for the Creative Arts	SE	3449	3580	26.6	6.8	14.3	4.5	1.1	
University of Cumbria	NW	1707	1831	13.5	4.0	3.1	3.1	3.3	
De Montfort University	EM	7406	7796	16.2	4.4	3.8	3.6	4.4	
University of Derby	EM	6805	8018	18.3	3.5	1.5	1.1	12.2	
University of Durham	NE	11500	12100	33.3	13.2	3.3	0.8	16.0	
The University of East Anglia	ES	8795	9115	25.7	7.4	4.0	1.6	12.7	
University of East London	GL	5882	6712	21.5	5.0	6.6	6.6	3.3	
Edge Hill University	NW	4588	4718	15.8	2.7	5.5	3.3	4.3	
The University of Essex	ES	5488	7033	18.9	1.4	5.0	3.5	9.1	
University of Exeter	SW	13911	14050	29.5	7.9	6.2	3.9	11.5	
Falmouth University	SW	3881	4118	22.5	9.2	5.2	2.4	5.8	
University of Gloucestershire	SW	3951	3695	18.5	4.6	2.3	2.3	9.4	
Goldsmiths' College	GL	5187	6418	25.9	14.0	6.5	1.6	3.8	
University of Greenwich	GL	6496	6334	20.4	4.7	4.0	3.5	8.1	
Guildhall School of Music & Drama	GL	532	450	30.3	26.0	1.6	0.0	2.7	
Harper Adams University	WM	1376	1450	24.7	6.6	7.4	4.9	5.8	
University of Hertfordshire	ES	7182	7822	18.4	5.2	9.9	2.6	0.7	
The University of Huddersfield	YH	7368	7368	23.6	4.2	13.2	1.0	5.2	
The University of Hull	YH	6771	7364	21.6	5.0	6.5	1.2	8.9	
Imperial College London	GL	7119	7292	35.0	4.0	0.0	0.0	31.0	
Keele University	WM	5284	6165	23.4	6.6	4.6	3.4	8.8	
The University of Kent	SE	9691	9936	25.1	5.8	5.4	0.7	13.2	
King's College London	GL	11919	14860	30.0	7.6	3.2	0.7	18.5	
Kingston University	GL	5597	5130	18.2	3.4	8.8	1.2	4.9	
The University of Lancaster	NW	6763	7229	27.0	6.3	5.0	5.0	10.6	
The University of Leeds	YH	19481	20420	31.2	6.3	1.5	0.9	22.5	
Leeds Beckett University	YH	10140	10309	22.5	7.5	9.0	3.3	2.7	
Leeds College of Art	YH	907	1115	18.1	5.8	2.3	1.0	9.0	
Leeds Trinity University	YH	1750	1750	22.1	5.0	6.9	2.5	7.6	
The University of Leicester	EM	8287	9474	25.3	7.1	4.7	2.7	10.8	
University of Lincoln	EM	4918	5194	14.3	1.6	2.7	1.2	8.7	
The University of Liverpool	NW	15280	16706	30.1	2.4	6.2	0.2	21.3	
Liverpool Hope University	NW	1658	1711	14.4	4.0	7.1	0.7	2.5	
The Liverpool Institute for Performing Arts	NW	485	493	24.2	14.3	3.1	1.0	5.8	
Liverpool John Moores University	NW	11610	11638	21.6	2.7	7.5	2.2	9.2	
University College London	GL	13103	12676	30.9	10.1	2.6	0.3	17.9	
London Metropolitan University	GL	8349	6094	28.2	2.7	16.0	2.6	6.9	
The London School of Economics and Political Science	GL	4375	4947	50.2	10.0	3.5	0.8	35.8	
London South Bank University	GL	4320	4661	17.2	5.4	6.5	3.5	1.8	
Loughborough University	EM	9612	10007	30.0	7.7	4.5	2.7	15.1	
The University of Manchester	NW	21457	19878	33.5	7.1	3.0	1.6	21.8	
Manchester Metropolitan University	NW	14663	15230	23.6	2.5	6.9	1.4	12.8	
Middlesex University	GL	6159	6273	16.7	1.9	12.0	1.3	1.5	
Newcastle University	NE	15732	16643	32.0	8.9	4.9	2.0	16.3	
Newman University	WM	591	591	10.1	0.9	5.8	0.5	2.9	
The University of Northampton	EM	3452	3460	16.6	1.3	2.1	2.6	10.6	
University of Northumbria at Newcastle	NE	11832	9332	19.2	12.5	2.0	0.9	3.8	
Norwich University of the Arts	ES	1625	1738	26.0	5.9	4.5	1.6	13.9	
The University of Nottingham	EM	17681	17852	28.3	5.0	3.0	1.7	18.6	
Nottingham Trent University	EM	12410	12758	21.0	3.5	4.6	2.1	10.8	
The School of Oriental and African Studies	GL	2279	2364	30.4	7.3	7.6	0.6	14.9	
University of Oxford	SE	12501	12325	41.6	14.6	1.2	1.2	24.6	
Oxford Brookes University	SE	8440	8930	27.2	4.1	2.0	1.0	20.1	
University of Plymouth	SW	8700	9050	21.3	5.4	8.8	3.5	3.5	
Plymouth College of Art	SW	1055	1166	24.7	7.8	3.8	1.8	11.3	
University of Portsmouth	SE	10649	10729	25.0	7.2	6.3	0.6	10.9	
Queen Mary University of London	GL	10200	9249	27.1	3.2	2.6	0.9	20.5	
Ravensbourne	GL	1660	1831	22.0	5.9	4.8	4.2	7.2	
The University of Reading	SE	8320	8625	27.0	8.7	7.4	1.6	9.3	
Roehampton University	GL	7312	7980	28.4	15.4	10.8	1.2	1.0	
Rose Bruford College of Theatre and Performance	GL	431	434	26.5	8.5	6.6	4.2	7.3	

[illegible]

Office for Fair Access

Nicholson House
Lime Kiln Lane
Stoke Gifford
BRISTOL
BS34 8SR

tel 0117 931 7171

fax 0117 931 7083

www.offa.org.uk